

# Running-Record Recording Form


Reader \_\_\_\_\_ Gr. \_\_\_\_\_ Date \_\_\_\_\_ Recorder \_\_\_\_\_

Text Read \_\_\_\_\_ Familiar \_\_\_\_\_ Unfamiliar \_\_\_\_\_ Genre \_\_\_\_\_

Accuracy: \_\_\_\_\_% SC: \_\_\_\_\_ E freq: \_\_\_\_\_ Reading rate: \_\_\_\_\_ fast \_\_\_\_\_ av. \_\_\_\_\_ slow Text level: \_\_\_\_\_

Comprehension:      full      satisfactory      fragmented or %      on questions asked

Comments \_\_\_\_\_ This is your overall judgment \_\_\_\_\_ questions as a comprehension \_\_\_\_\_

Here's where you write general comments on the overall performance. 

This is your overall judgment on the quality of the retelling.

If you've used your own questions as a comprehension check, you can calculate a percent score.

This is the difficulty level, readability level, or grade level of the book.

Reading level for this text: \_\_\_\_ independent \_\_\_\_ instructional \_\_\_\_ frustrational

See pages 47 and 91 to determine this level.

### Totals

• This is where you record the **Total** number of errors and self-corrections

[illegible]

**M** stands for meaning, **S** for syntax, and **L-S** for letter-sound.

If the miscue held meaning intact, put a **Y** (for yes) in the **M** box. If the miscue fit syntactically (grammatically and/or structurally), put a **Y** in the **S** box. If the miscue had similar letters and sound matches, put a **Y** in the **L-S** box. A dash (—) means it did not match in these areas. **Note:** I fill these boxes in later — after taking the running record.

Adapted from Marie Clay's An Observational Survey